DOCUMENT RESUME

ED 067 071 JC 720 202

AUTHOR Schaumburg, Gary F.
TITLE An Evaluation of a Multi-Level Placement Program Concerning English Fundamentals and Writing Skills.
INSTITUTION Cerritos Coll., Norwalk, Calif.
PUB DATE Aug 72
NOTE 40p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Composition (Literary); *Composition Skills (Literary); English Curriculum; *English Education; *English Programs; Grammar; *Junior Colleges; *Writing Skills

ABSTRACT

This study provides an evaluation of a program for teaching English Fundamentals and Writing Skills at Cerritos College (California). The new program divided the old English grammar and composition course into two ability-grouped sections: one dealing with sentences, and the other with paragraphs. Students started at their ability level and moved forward sequentially. Samples of 417 students each from the old and new courses were compared concerning: (1) retention; (2) eligibility to advance to the next level English composition; and (3) subsequent enrollment in other English courses. Some findings were: (1) retention in English composition courses did not increase with the initiation of the new program; (2) there was no difference between old and new programs in the percentage of students passing another English composition course; and (3) there appeared to be no significant difference between old and new programs in the percentage of students who enrolled in another English course. (RN)

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

ED 067071

AN EVALUATION OF A MULTI-LEVEL PLACEMENT PROGRAM CONCERNING ENGLISH FUNDAMENTALS AND WRITING SKILLS

Office of
Institutional Research
Cerritos College
AUGUST, 1972

Gary F. Schaumburg,
Research Director

Jc 720 202

UNIVERSITY OF CALIF.
LOS ANGELES

OCT 18 1972

CLEARINGHOUSE FOR
JUNIOR COLLESE
INFORMATION

ABSTRACT

The general purpose of the present study was to find out what effect the "new" English Fundamentals and Basic Writing program has had on the Students enrolled in the program. In order to provide bench marks for comparison a large sample of students who were enrolled in the "old" program was acquired. Comparisons between the old and new programs were made concerning: (1) retention; (2) eligibility to advance to the next level English composition on the "transfer track"; and, (3) subsequent enrollment and academic achievement in English 1, non-transfer composition courses, and other English courses. Graphic and statistical analyses along with a summary of findings are included.

ACKNOWLEDGEMENT

I would like to acknowledge the thoughtful assistance contributed by Selden Cummings, Chairman of the Humanities Division. I also wish to express my gratitude to the many other individuals who supported the effort.

TABLE OF CONTENTS

TABLE OF CONTENTS i

LIST OF TABLES iii

LIST OF FIGURES. v

INTRODUCTION 1

METHOD SECTION 3

Selection of English 50 Sample 3

Selection of the English 50.1 Sample 3

DATA ANALYSIS AND RESULTS 4

Retention: 4

English 50 Students 4

English 50.1 Students 4

Eligibility To Advance To The Next Level English Composition Course: 5

English 50 Students 5

English 50.1 Students 5

Follow-Up Results: English Students Eligible To Advance To The Next Level English Composition Course On the Transfer Track: 6

English 50 Students Eligible For Advancement To English 1 6

English 50.1 Students Eligible for Advancement To English 50.2 8

Summary: Graphic and Statistical Comparison of English 50 and English 50.1 Students Eligible for Advancement to the Next Level English composition Course on the Transfer Track 10

Enrollment in English 1 10

Enrollment in Another English Composition Course 12

TABLE OF CONTENTS (continued)

Enrollment in Another English Course 13

Did Not Enroll in an English Course Subsequent to Enrollment in English 50 or English 50.1 13

Follow-Up Results: English Students Ineligible to Advance to the Next Level English Composition Course on the Transfer Track 15

English 50 Students Ineligible for Advancement to English 1 15

English 50.1 Students Ineligible to Advance to English 50.2 18

Summary: Graphic and Statistical Comparison of English 50 and 50.1 Students Ineligible for Advancement to the Next Level English Composition Course on the Transfer Track 20

Enrollment in English 1 20

Enrollment in Another English Composition Course 21

Enrollment in Another English Course 23

Did Not Enroll In An English Course Subsequent To Enrollment In English 50 or English 50.1 24

Follow-Up Results: A Graphic And Statistical Comparison of All English 50 and 50.1 Students Who Did Not Withdraw and Received a Grade of A through E (Incomplete) 26

Enrollment in English 1 or Another English Composition Course 26

Academic Achievement In English 1 or Another English Composition Course 28

Enrollment In Another English Course 29

Academic Achievement In Another English Course 29

SUMMARY OF FINDINGS 30

APPENDIX 32

LIST OF TABLES

Table 1. Statistical Comparison of Retention for the English 50 and English 50.1 Students Sampled 5

Table 2. Statistical Comparison of Eligibility to Advance: English 50 and 50.1 Students Sampled. 6

Table 3. Follow-Up of Eligible to Advance English 50 Students Who Enrolled in English 1 7

Table 4. Follow-Up of Eligible to Advance English 50.1 Students Who Enrolled in English 1 9

Table 5. Follow-Up Results of Eligible to Advance English 50.1 Students Who Enrolled in Another English Composition Course 10

Table 6. A Comparison Between English 50 and English 50.1 Students Eligible for Advancement to the Next Level English Composition Course as a Function of Enrollment in English 1 and Academic Achievement 11

Table 7. A Comparison Between English 50 and English 50.1 Students Eligible for Advancement to the Next Level English Composition Course as a Function of Enrollment in Another English Composition Course . . . 12

Table 8. A Comparison Between English 50 and English 50.1 Students Who Were Eligible for Advancement to the Next Level English Composition Course but Did Not Enroll in Another English Course 13

Table 9. Flow Chart Summary of English 50 and 50.1 Students Eligible to Advance 14

Table 10. Follow-Up of "Ineligible" English 50 Students Who Enrolled in English 1 15

Table 11. Follow-Up of Ineligible to Advance English 50 Students Who Enrolled in English 51 16

Table 12. Follow-Up of Ineligible to Advance English 50 Students Who Enrolled in Another English Course 17

Table 13. Follow-Up of Ineligible to Advance English 50.1 Students Who Enrolled in English 1 18

Table 14. Follow-Up of Ineligible to Advance English 50.1 Students Who Enrolled in English 50.2 or English 61 19

LIST OF TABLES (continued)

Table 15. A Comparison Between English 50 and English 50.1 Students Ineligible for Advancement to the Next Level English Composition Course as a Function of Enrollment in English 1 and Academic Achievement . . . 21

Table 16. A Comparison Between English 50 and 50.1 Students Ineligible for Advancement to the Next Level English Composition Course on the Transfer Track as a Function of Enrollment in Another English Composition Course and Academic Achievement 22

Table 17. A Comparison Between English 50 and 50.1 Students Ineligible for Advancement to the Next Level English Composition Course as a Function of Enrollment in Another English Course and Academic Achievement 23

Table 18. A Comparison Between English 50 and 50.1 Students Ineligible for Advancement to the Next Level English Composition Course as a Function of "Did not enroll in an English Course" 24

Table 19. Flow Chart Summary of English 50 and 50.1 Students Ineligible to Advance 25

Table 20. A Comparison Between All English 50 and English 50.1 Students Who Received a Grade of A through E as a Function of Subsequent Enrollment in English 1 and Another English Composition Course . . . 26

Table 21. Flow Chart Summary of All English 50 and English 50.1 Students Who Received a Grade of A through E 27

Table 22. A Comparison Between All English 50 and English 50.1 Students Who Received a Grade of A through E as a Function of Academic Achievement in English 1 and Another English Composition Course . . . 28

Table 23. A Comparison Between All English 50 and English 50.1 Students Who Received a Grade of A through E as a Function of Academic Achievement in English 1 and Another English Composition Course 28

Table 24. A Comparison Between All English 50 and English 50.1 Students Who Received a Grade of A through E as a function of Subsequent Enrollment in Another English Course 29

Table 25. A Comparison Between All English 50 and English 50.1 Students Who Received a Grade of A through E as a Function of Academic Achievement in Another English Course 29

LIST OF FIGURES

Figure 1. Number and Percent of English 50 and 50.1 students who "remained" and received a grade of A through E and those that received a "Withdrawal" grade. 4

Figure 2. Proportions of English 50 and 50.1 students eligible and ineligible to advance to the next level English composition course on the "transfer track" 6

Figure 3. Proportions of English 50 and 50.1 students eligible to advance to the next level English Composition course who enrolled in English 1, passed English 1, and attained "successful" academic achievement 11

Figure 4. Proportions of English 50 and 50.1 students eligible to advance to the next level English composition course on the transfer track who enrolled in another English composition course, passed the course, and attained "successful" academic achievement 12

Figure 5. Proportions of English 50 and 50.1 students eligible to advance to the next level English composition course who: (1) enrolled in another English course; and (2) did not enroll in another English course 13

Figure 6. Proportions of English 50 and 50.1 Students ineligible to advance to the next level English composition course who enrolled in English 1, passed English 1, and attained "successful" academic achievement 21

Figure 7. Proportions of English 50 and 50.1 students ineligible to advance to the next level English composition course on the transfer track who enrolled in another English composition course, passed the course, and attained "successful" academic achievement 22

Figure 8. Proportions of English 50 and 50.1 students ineligible to advance to the next level English composition course who enrolled in another English course, passed the course, and attained "successful" academic achievement 23

Figure 9. Proportions of English 50 and 50.1 students who did not enroll in an English course 24

INTRODUCTION

The English 50.1 (English Fundamentals) and English 50.2 (Basic Writing Skills) classes were developed in an attempt to improve the effectiveness of the old English 50 (Grammar and Composition) program. The consensus among English instructors was that the old English 50 program was not as effective as it could have been because it tried to do too many things. The course outline for English 50 called for the teaching of grammar, literature, and writing. Instructors experienced difficulty with this approach to teaching the aforementioned English skills, and as a result, some instructors taught English 50 as a grammar class while others taught it as a writing class. In addition, some instructors set very high standards, determined to let only the "best" students get to English 1. Other instructors, discouraged by high drop-out rates felt compelled to get as many students as possible into English 1.

The English 50.1 and English 50.2 courses were developed with the hope that this new program would be more effective at teaching grammar and writing skills, and thus help students succeed better in English composition classes. Also, it was believed that the new program would improve retention, give students more of an opportunity to learn the English skills that would be most useful and relevant to them and their careers, and better prepare those students planning on enrolling in English 1 for transfer credit.

The new program divided the work of the old English 50 class into two sections: English 50.1 concerned primarily with sentences and their construction; and English 50.2 concerned primarily with the paragraph and its development. Students scoring in the lowest third of the College English Placement test were placed in English 50.1, those scoring in the middle third in English 50.2

There were several advantages that appeared to accrue from having two courses instead of one: (1) the focus of each course became clearer (e.g. instructors could concentrate on paragraph development); (2) the student started at his own ability level and worked forward sequentially; (3) the program was flexible enough so that a student could skip over material he already knew; (4) the sequential approach made the development of self-instructional materials possible; (5) morale of instructors improved because they felt the program was really causing students to learn, their role being to help students succeed.

At the request of the chairman of the Humanities division, the Office of Institutional Research was asked to conduct a study of the new program. The general purpose of the study was to find out what effect the new courses have had on the students enrolled in the program.

A study of the old English 50 program conducted by Mr. Bob Fitch showed that students scoring in the lowest third on the English Expression section of the Cooperative English tests were generally not electing to go to English 1, or if they did their academic success in English 1 was not very successful. What would a study of English 50.1 students reveal? Would they elect to go on to English 1, and if so would they be more successful than the English 50 students had been. It was believed that a comparison of the two groups (the English 50.1 students and the English 50 students having low placement test scores) would reveal the answers to the above questions.

Method Section

Selection of English 50 Sample

Firstly, in order to provide bench marks for comparison it was necessary to obtain the academic records of those English 50 students who, under the current English composition program would be placed in English 50.1. It was found that this objective could be accomplished by acquiring the names and student numbers of those students who had taken the English Expression section of the Cooperative English Tests and had received a raw score of 34 or less.

In order to select these individuals it was necessary to search the placement test files dated 6/19/65 to 6/69. Through the cooperation of Data Processing, a computer program was written to identify those individuals who had taken the English Expression test during the fourth through the ninth month during 1968 and had received a raw score of 34 or less. A total of 818 student names and numbers were selected and printed through the use of this computer program.

Secondly, the transcript records of each of these individuals were manually acquired and scanned in order to identify those students who had enrolled in an English 50 course. Of the 818 individuals previously identified, 417 were found to have enrolled in an English 50 class. The grade for each of these 417 students was subsequently recorded.

Selection of the English 50.1 Sample

For comparative purposes, it was necessary to randomly sample 417 students who had enrolled in an English 50.1 class during the Fall Semester, 1970. In order to accomplish the above objective, the grade reports for all the English 50.1 classes offered during the Fall Semester, 1970, were acquired. It was found that a total of 26 classes were offered that semester.

The sample of 417 English 50.1 students selected for comparison with the sample of English 50 students was acquired by randomly selecting 16 students from each of 25 English 50.1 classes and 17 from the one remaining class offered. Through the use of the grade books on file in the Records Office, the final course grade for each of these 417 English 50.1 students was obtained.

Data Analysis and Results

Retention

English 50 Students

Of the 417 students sampled who were enrolled in an English 50 course, 286 or 68.6% earned a grade of A, B, C, D, F, or E (Incomplete); and 131 or 31.4% received a W (Withdrawal) grade.

English 50.1 Students

Of the 417 students sampled who were enrolled in an English 50.1 course, 287 or 68.8% earned a grade of A through E; and 130 or 31.2% received a W grade. See Figure 1 for a graphic comparison of retention for the English 50 and 50.1 students sampled, and Table 1 for a statistical comparison*.

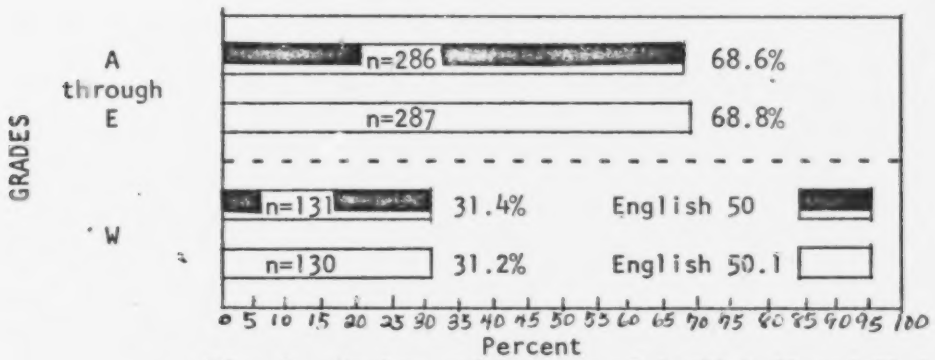


Fig. 1. Number and Percent of English 50 and 50.1 students who "remained" and received a grade of A through E and those that received a "Withdrawal" grade.

* The Chi Square test for two independent groups was employed as a statistical test (.05 level of confidence).

Table 1

Statistical Comparison of Retention for the English 50 and English 50.1 Students Sampled

Student Groups	Withdrew	Remained	Sum
English 50	131	286	417
English 50.1	130	287	417
Sum	261	573	834

Chi Square 0.00 (not sig. at .05 level)

Eligibility To Advance To The Next Level English Composition Course

English 50 Students

Under the "old" English composition program a student was required to earn a grade of C or better in English 50 in order to be eligible to advance to the next level English composition course on the "transfer track", which at that time was English 1.

Of the 286 English 50 students who earned a grade of A, B, C, D, F, or E, 194 or 67.8% were eligible to advance to English 1, and 92 or 32.2% were not eligible to advance to English 1.

English 50.1 Students

Under the current English composition program the student is required to earn a grade of B or better in English 50.1 in order to be eligible to advance to English 50.2 which is the next level English composition course leading to English 1.

Of the 287 English 50.1 students who earned a grade of A through E, 149 or 51.9% were eligible to advance to English 50.2, and 138 or 48.1% were not eligible to advance to English 50.2. Figure 2 presents a graphic comparison

of eligibility to advance to the next level English composition course on the "transfer track" for the English 50 and 50.1 students sampled. Table 2 presents a statistical comparison.

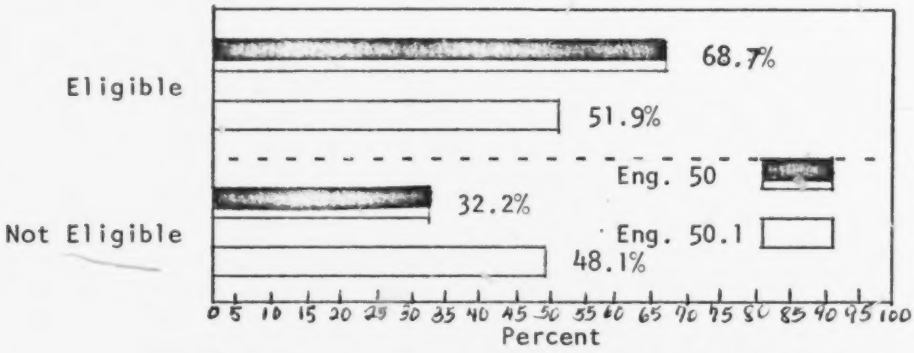


Fig. 2. Proportions of English 50 and 50.1 students eligible and ineligible to advance to the next level English composition course on the "transfer track".

Table 2

Statistical Comparison of Eligibility to Advance: English 50 and 50.1 Students Sampled

Student Groups	Eligible for Advancement	Not Eligible for Advancement	
English 50	194	92	286
English 50.1	149	138	287
Sum	343	230	573

Chi Square 14.45 sig. > .001 level

Follow-Up Results: English Students Eligible To Advance To The Next Level English Composition Course On The Transfer Track

English 50 Students Eligible For Advancement To English 1

Of the 194 English 50 students eligible for advancement to English 1, it was found that, as of the Fall Semester, 1971, 159 or 82.0% had enrolled in an English 1

course. Of these 159 students it was found that 2 or 1.3% earned a grade of A, 35 or 22.0% a grade of B, 72 or 45.3% C's, 18 or 11.3% D's, one or 0.6% an F, zero E's, and 31 or 19.5% a W grade*. Therefore, of the 159 students that enrolled in English 1, 127 or 79.9% earned a passing grade, one or 0.6% failed to pass the course, and 31 or 19.5% received a W grade. Furthermore, of those students that earned a grade of A, B, C, D, or F, 109 or 85.8% attained "successful"** academic achievement, and 19 or 14.8% "unsuccessful" academic achievement (see Table 3).

Table 3

Follow-Up of Eligible to Advance English 50 Students Who Enrolled in English 1.

Enrolled English 1	Grades Earned	Frequency	Percent	ACADEMIC ACHIEVEMENT
159 or 82.0% of 194 Eligible To Advance	A	2	1.3%	Passed 127 or 79.9% — "Successful Achievement"* 109 or 85.2%
	B	35	22.0%	
	C	72	45.3%	
	D	18	11.3%	"Unsuccessful Achievement" 19 or 14.8%
	F	1	0.6%	Did Not Pass 1 or 0.6%
	E	0	0%	Academic Achievement Unknown 0 or 0%
	W	31	19.5%	Withdrew 31 or 19.5%

* Proportions of "successful" and "unsuccessful" academic achievement based on total number of students earning a grade of A, B, C, D, or F.

* The records of two of the 194 English 50 (eligible to advance to English 1) students were not found during the follow-up conducted in the Fall, 1971.

** "Successful" academic achievement was operationally defined as having earned a grade of A, B, or C and "unsuccessful" achievement as having earned a grade of D or F.

In addition, it was found that one or 0.5% of the 194 English 50 students eligible to advance had, as of the Fall Semester, 1971, enrolled in another 3 unit English composition course (English 51) and earned a grade of B*.

Also, it was found that one or 0.5% of these 194 students had enrolled in another English course** and received a W grade; and 31 or 16.0% had not enrolled in an English course subsequent to their enrollment in English 50.

English 50.1 Students Eligible for Advancement to English 50.2

Of the 149 English 50.1 students eligible for advancement to English 50.2, it was found that, as of the Spring Semester, 1972, 44 or 29.5% had enrolled in an English 1 course. Of the 44 who enrolled in English 1 it was observed that 4 or 9.1% earned a grade of A; 10 or 22.7% a grade of B; 14 or 31.8% C's; 1 or 2.3% D's, zero F's; one or 2.3% E's, and 14 or 31.8% a W grade. Therefore, of the 44 students that enrolled in English 1, 29 or 65.9% earned a passing grade, one or 2.3% an E, and 14 or 31.8% received a W grade. Furthermore, of those students that earned a grade of A, B, C, D, or F, 28 or 96.6% attained "successful" academic achievement and 1 or 3.4% "unsuccessful" academic achievement (see Table 4).

---

* Passing English 51 in addition to English 50 would fulfill the 6 unit English composition graduation requirement.

** "Another English course" was operationally defined as any English course other than an English "composition" course.

Table 4

Follow-Up of Eligible to Advance English 50.1 Students
Who Enrolled in English 1

Enrolled English 1	Grades Earned	Frequency	Percent	ACADEMIC ACHIEVEMENT	
44 or 29.5% of 149 Eligible To Advance	A	4	9.1%	Passed 29 or 65.9%	"Successful Achievement"* 28 or 96.6%
	B	10	22.7%		
	C	14	31.8%		
	D	1	2.3%		"Unsuccessful Achievement"
	F	0	0%	Did Not Pass 0 or 0%	1 or 3.4%
	E	1	2.3%	Academic Achievement Unknown	1 or 2.3%
	W	14	31.8%	Withdrew	14 or 31.8%

* Proportions of "successful" and "unsuccessful" academic achievement based on total number of students earning a grade of A, B, C, D, or F.

In addition, it was found that 70 or 47.0% of the 149 English 50.1 students eligible to advance had, as of the Spring Semester, 1972, enrolled in another 3 unit English composition course*. Concerning academic achievement it was found that 6 or 8.6% of these 70 students had earned A's, 14 or 20.0% B's, 19 or 27.1% C's, 7 or 10.0% D's, one or 1.4% F, one or 1.4% E, and 22 or 31.4% W's. Thus, of the 70 students who enrolled in another English composition course, 46 or 65.7% earned a passing grade, one or 1.4% an F, one or 1.4% an E, and 22 or 31.4% received a W grade. Of those students that earned a grade of A, B, C, D, or F, 39 or 83.0% attained "successful" academic achievement and 8 or 17.0% "unsuccessful" academic achievement (see Table 5).

* Passing another 3 unit English composition course in addition to English 50.1 would fulfill the 6 unit English composition graduation requirement.

Table 5

Follow-Up Results of Eligible to Advance English 50.1 Students who Enrolled in Another English Composition Course

Enrolled In Another Eng. Comp. Course	Grades Earned	Frequency	Percent	ACADEMIC ACHIEVEMENT
70 or 47.0% 149 Eligible	A	6	8.6%	Passed 46 or 65.7% "Successful Achievement"* 39 or 82.0%
	B	14	20.0%	
	C	19	27.1%	
	D	7	10.0%	"Unsuccessful Achievement" 8 or 17.0%
	F	1	1.4%	Did Not Pass 1 or 1.4%
	E	1	1.4%	Academic Achievement Unknown 1 or 1.4%
	W	22	31.4%	Withdrew 22 or 31.4%

* Proportions of "successful" and "unsuccessful" academic achievement based on total number of students earning a grade of A, B, C, D, or F.

Also, it was found that of the 149 English 50.1 students eligible to advance, one or 0.7% enrolled in another English course and received a W grade; and 34 or 22.8% of the 149 students had not enrolled in an English course subsequent to their enrollment in English 50.1.

Summary: Graphic and Statistical Comparison of English 50 and English 50.1 Students Eligible for Advancement to the Next Level English Composition Course on the Transfer Track

Enrollment in English 1

Comparing enrollment in English 1 across English 50 and 50.1 students eligible to advance, it was found that 159 or 82% of the 194 English 50 students, enrolled in English 1, compared to 44 or 29.5% of the 149 English 50.1 students. Of these students, 79.9% of the English 50 students passed English 1 and 0.6%

failed compared to 65.9% passed and 0% failed for the English 50.1 students. Of those students that received a grade of A through F in English 1, 85.2% of the English 50 students attained "successful" academic achievement compared to 96.6% of the English 50.1 students (see Figure 3).

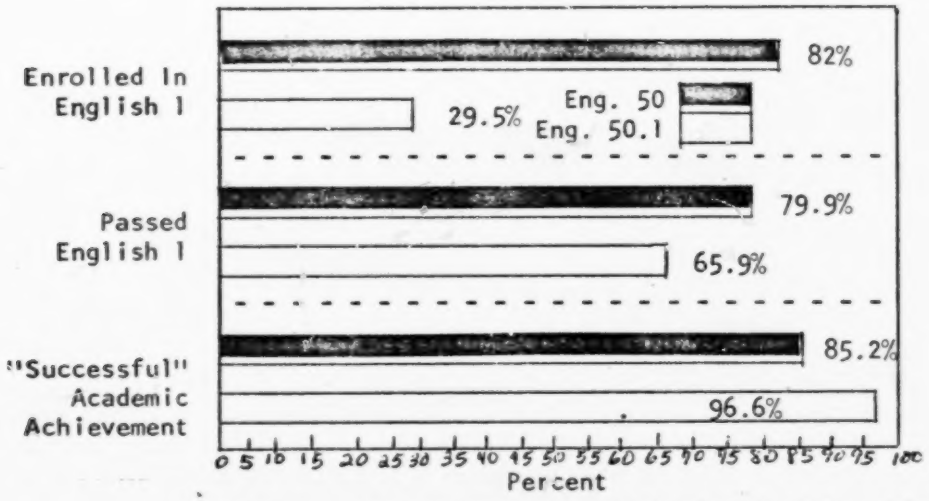


Fig. 3. Proportions of English 50 and 50.1 students eligible to advance to the next level English Composition course who enrolled in English 1, passed English 1, and attained "successful" academic achievement.

Table 6

A Comparison Between English 50 and English 50.1 Students Eligible for Advancement to the Next Level English Composition Course as a Function of Enrollment in English 1 and Academic Achievement

Academic Status	Group Eng. 50 %	Eng. 50.1 %	Diff.	"t"
Enrolled in English 1	82%	29.5%	52.5%	9.90**
Passed English 1	79.9%	65.9%	14.0%	1.94*
"Successful" Academic Achievement	85.2%	96.6%	-11.4%	1.65*

* Not significant at the .05 level of confidence.
** Significant beyond the .05 level of confidence.

Enrollment in Another English Composition Course

Concerning enrollment in another English composition course it was found that 1 or 0.5% of the 194 English 50 students compared to 70 or 47.0% of the 149 English 50.1 students had enrolled in another English composition course. It was also observed that the English 50 student "successfully" passed English 51. Regarding the English 50.1 students, 65.7% passed and 83.0% attained "successful" academic achievement in another English composition course (see Figure 4).

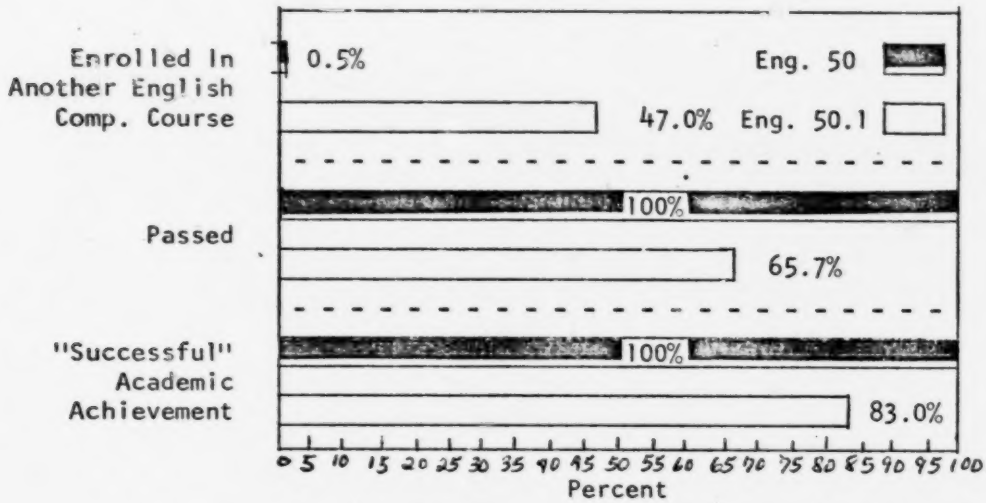


Fig. 4. Proportions of English 50 and 50.1 students eligible to advance to the next level English composition course on the transfer track who enrolled in another English composition course, passed the course, and attained "successful" academic achievement.

Table 7

A Comparison Between English 50 and English 50.1 Students Eligible for Advancement to the Next Level English Composition Course as a Function of Enrollment in Another English Composition Course

	Group			
Academic Status	Eng.50 %	Eng.50.1 %	Diff.	"t"
Enrolled in Another English Comp. Course	0.5%	47.0%	-46.5%	8.45*

* Significant beyond the .05 level of confidence.

Enrollment in Another English Course

It was found that 1 or 0.5% of the 194 English 50 students and 1 or 0.7% of the 149 English 50.1 students enrolled in another English course. Both of these students received a grade of W.

Did not Enroll in an English Course Subsequent to Enrollment in English 50 or English 50.1

It was observed that 31 or 16.0% of the 194 English 50 students and 34 or 22.8% of the 149 English 50.1 students did not enroll in an English course subsequent to their enrollment in English 50 or 50.1 (see Figure 5).

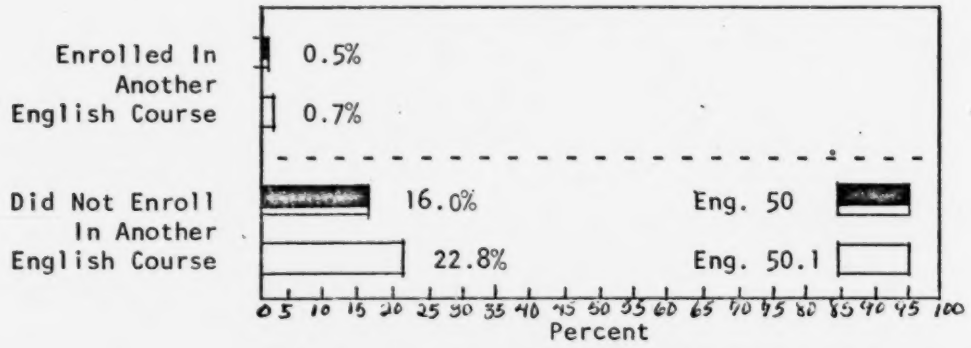

Enrolled In Another English Course
0.5%
0.7%
Did Not Enroll In Another English Course
16.0%
22.8%
Eng. 50
Eng. 50.1
0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100
Percent

Fig. 5. Proportions of English 50 and 50.1 students eligible to advance to the next level English composition course who: (1) enrolled in another English course; and (2) did not enroll in another English course.

Table 8

A Comparison Between English 50 and English 50.1 Students Who Were Eligible for Advancement to the Next Level English Composition Course but Did Not Enroll in Another English Course

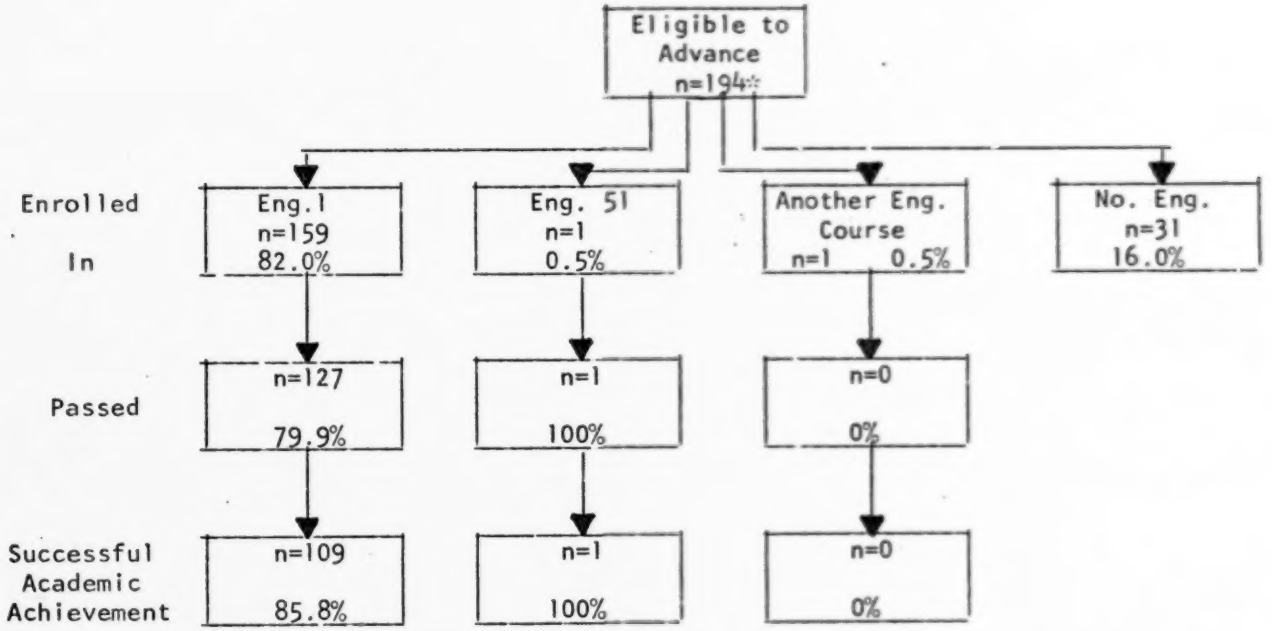
Academic Status	Group Eng.50 %	Eng.50.1 %	Diff.	"t"
Did Not Enroll In An English Course	16.0%	22.8%	-6.8%	1.40*

* Not significant at the .05 level of confidence.

Table 9

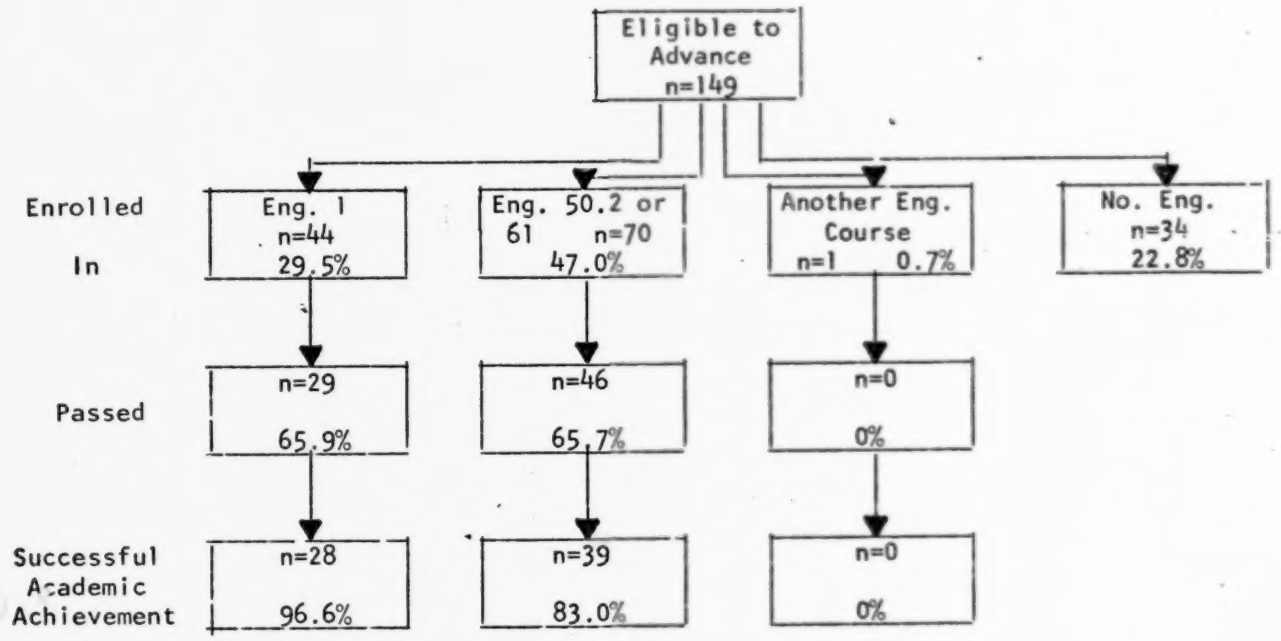
Flow Chart Summary of English 50
And 50.1 Students Eligible To Advance

ENGLISH 50



* Records not found for 2 or 1%.

ENGLISH 50.1



Follow-Up Results: English Students Ineligible to Advance to the Next Level English Composition Course on the Transfer Track

English 50 Students Ineligible for Advancement to English 1

Of the 91 students who received a grade of D or F in English 50 and thus were ineligible to advance to English 1, it was found that 18 or 19.8% of these students enrolled in English 1 inspite of their ineligibility. Concerning academic achievement in English 1, none of these 18 students earned an A grade, one or 5.6% earned a grade of B, 5 or 27.8% earned C's, 5 or 27.8% earned D's, and 7 or 38.9% received a W grade. Therefore, of the 18 students who enrolled in English 1, 11 or 61.1% earned a passing grade and 7 or 38.9% received a W grade. Of those that earned a grade of A, B, C, D, or F, 6 or 54.5% attained "successful" academic achievement and 5 or 45.5% "unsuccessful" academic achievement (see Table 10).

Table 10

Follow-Up of "ineligible" English 50 Students Who Enrolled in English 1

Enrolled English 1	Grades Earned	Frequency	Percent	ACADEMIC ACHIEVEMENT
18 or 19.8% of 91 Ineligible	A	0	0%	Passed 11 or 61.1% — "Successful Achievement"* 6 or 54.5%
	B	1	5.5%	
	C	5	27.8%	
	D	5	27.8%	"Unsuccessful Achievement" 5 or 45.5%
	F	0	0%	Did Not Pass 0 or 0%
	E	0	0%	Academic Achievement Unknown 0 or 0%
	W	7	38.9%	Withdrew 7 or 38.9%

* Proportions of "successful" and "unsuccessful" academic achievement based on total number of students earning a grade of A, B, C, D, or F.

Passing English 1 was not the only Avenue an English 50 student could take in order to fulfill the graduation requirement of six units of English composition. The alternate route that was available to the English 50 student for acquiring three more units of English composition, was English 51.

Of the 91 students ineligible to advance to English 1 it was found that 16 or 17.6% enrolled in English 51. Of these 16 students none earned an A or a B grade, 9 or 56.3% earned a grade of C, 2 or 12.5% earned D's, and 5 or 31.2% received a W grade. Therefore, of the 16 students who enrolled in English 51, 11 or 68.8% earned a passing grade and 5 or 31.2% received a W grade. Of those that earned a grade of A, B, C, D, or F, 9 or 81.8% attained "successful" academic achievement and 2 or 18.2% attained "unsuccessful" academic achievement (see Table 11).

Table 11

Follow-Up of Ineligible to Advance English 50 Students Who Enrolled in English 51

Enrolled English 51	Grades Earned	Frequency	Percent	ACADEMIC ACHIEVEMENT
16 or 17.6% of 91 Ineligible	A	0	0%	Passed 11 or 68.8% — "Successful Achievement"* 9 or 81.8%
	B	0	0%	
	C	9	56.3%	
	D	2	12.5%	"Unsuccessful Achievement" 2 or 18.2%
	F	0	0%	Did Not Pass 0 or 0%
	E	0	0%	Academic Achievement Unknown 0 or 0%
	W	5	31.2%	Withdrew 5 or 31.2%

* Proportions of "successful" and "unsuccessful" academic achievement based on total number of students earning a grade of A, B, C, D, or F.

In addition, of the 91 English 50 students ineligible to advance to English 1, 13 or 14.3% enrolled in another English course. Of these 13 students, 2 or 15.4% earned A's, four or 30.8% earned B's, one or 7.7% received a C, 2 or 15.4% D's, and 4 or 30.8% received a W grade. Thus of the 13 students who enrolled in another English course, 9 or 69.2% passed and 4 or 30.8% received a W grade. Of those students that earned a grade of A, B, C, D, or F, 7 or 77.8% attained "successful" academic achievement and 2 or 22.2% "unsuccessful" academic achievement (see Table 12).

Table 12

Follow-Up of Ineligible to Advance English 50 Students Who Enrolled in Another English Course

Enrolled In Another Eng. Course	Grades Earned	Frequency	Percent	ACADEMIC ACHIEVEMENT
13 or 14.3% of 91 Ineligible	A	2	15.4%	Passed 9 or 69.2% — "Successful Achievement"* 7 or 77.8%
	B	4	30.8%	
	C	1	7.7%	
	D	2	15.4%	"Unsuccessful Achievement" 2 or 22.2%
	F	0	0%	Did Not Pass 0 or 0%
	E	0	0%	Academic Achievement Unknown 0 or 0%
	W	4	30.8%	Withdrew 4 or 30.8%

* Proportions of "successful" and "unsuccessful" academic achievement based on total number of students earning a grade of A, B, C, D, or F.

Furthermore, 30 or 33.0% of the 91 ineligible to advance to English 1 students repeated English 50. Of these 30 students, 22 or 73.3% passed the second time around, 5 or 16.7% failed, and 3 or 10.0% withdrew. It was also found that 14 or

15.4% of the 91 ineligible to advance to English 1 students did not subsequently enroll in any other English course.

English 50.1 Students Ineligible to Advance to English 50.2

In spite of their ineligibility to advance to English 50.2 or English 1 after completing English 50.1, two or 1.5% of the 135 "ineligible" 50.1 students enrolled in English 1 and earned a B grade. Furthermore, four or 3.0% of the 135 "ineligible" English 50.1 students enrolled in English 1 after completing and attaining a "successful" academic grade in English 50.2. However, all four of these students received a W grade in English 1 (see Table 13).

Table 13

Follow-Up of Ineligible to Advance English 50.1 Students Who Enrolled in English 1

Enrolled English 1	Grades Earned	Frequency	Percent	ACADEMIC ACHIEVEMENT
6 or 4.4% of 135 Ineligible	A	0	0%	Passed 2 or 33.3% — "Successful Achievement"* 2 or 33.3%
	B	2	33.3%	
	C	0	0%	
	D	0	0%	"Unsuccessful Achievement"
	F	0	0%	Did Not Pass 0 or 0% — 0 or 0%
	E	0	0%	Academic Achievement Unknown 0 or 0%
	W	4	66.7%	Withdrew 4 or 66.7%

* Proportions of "successful" and "unsuccessful" academic achievement based on total number of students earning a grade of A, B, C, D, or F.

Under the current English composition program the student has more options for fulfilling the six unit English composition graduation requirement than he did under the "old" program. For instance, after completing English 50.1 the six

unit graduation requirement can be accomplished by passing either English 50.2 or English 61 (Language and Literature).

Of the 135 students who received a grade of C, D, or F in English 50.1 and thus were ineligible to advance to English 50.2 or 1, it was found that 69 or 51.1% of these students enrolled in either English 50.2 or 61. Of these 69 students, three or 4.3% earned A's, 18 or 26.1% earned B's, 20 or 29.0% C's, 9 or 13.0% D's, 3 or 4.3% F's, zero E's, and 16 or 23.2% a grade of W. Therefore, of the 69 students who enrolled in either English 50.2 or 61, 50 or 72.5% earned a passing grade, 3 or 4.3% failed, and 16 or 23.2% received a W grade. Of those students that earned a grade of A, B, C, D, or F, 41 or 77.4% attained "successful" academic achievement and 12 or 22.6% "unsuccessful" academic achievement (see Table 14).

Table 14

Follow-Up of Ineligible to Advance English 50.1 Students Who Enrolled in English 50.2 or English 61

Enrolled In Eng.50.2or61	Grades Earned	Frequency	Percent	ACADEMIC ACHIEVEMENT
69 or 51.1% of 135 Ineligible	A	3	4.3%	Passed 50 or 72.5% — "Successful Achievement"* 41 or 77.4%
	B	18	26.1%	
	C	20	29.0%	
	D	9	13.0%	"Unsuccessful Achievement" 12 or 22.6%
	F	3	4.3%	Did Not Pass 3 or 4.3%
	E	0	0%	Academic Achievement Unknown 0 or 0%
	W	16	23.2%	Withdrew 16 or 23.2%

* Proportions of "successful" and "unsuccessful" academic achievement based on total number of students earning a grade of A, B, C, D, or F.

Additionally, of the 135 English 50.1 students ineligible to advance to English 50.2 or 1 it was found that 5 or 3.7% enrolled in another English course. Of these 5 students, none earned an A grade, 4 earned a grade of B, and one or 20.0% a grade of C. Thus, of the 5 students who enrolled in another English course, all 5 or 100% earned a passing grade operationally defined as "successful" academic achievement.

It was also observed that 52 or 38.5% of the 135 ineligible to advance to English 50.2 or 1 students had not enrolled in another English course at the time the follow-up was carried out*.

Summary: Graphic and Statistical Comparison of English 50 and 50.1 Students Ineligible for Advancement to the Next Level English Composition Course on the Transfer Track

Enrollment in English 1

Comparing enrollment in English 1 across English 50 and 50.1 students ineligible to advance, it was found that 18 or 19.8% of the 91 English 50 students enrolled in English 1, compared to 6 or 4.5% of the 135 English 50.1 students. Of these students 61.1% of the English 50 students passed and none failed, compared to 33.3% passed and 0.0% failed for the English 50.1 students. Furthermore, of those students that received a grade of A through E in English 1, 54.5% of the English 50 students attained "successful" academic achievement compared to 100% of the English 50.1 students (see Figure 6).

---

* The records of three of the 135 English 50.1 students ineligible to advance to English 50.2 or 1 were not found during the follow-up conducted in the Spring, 1972.

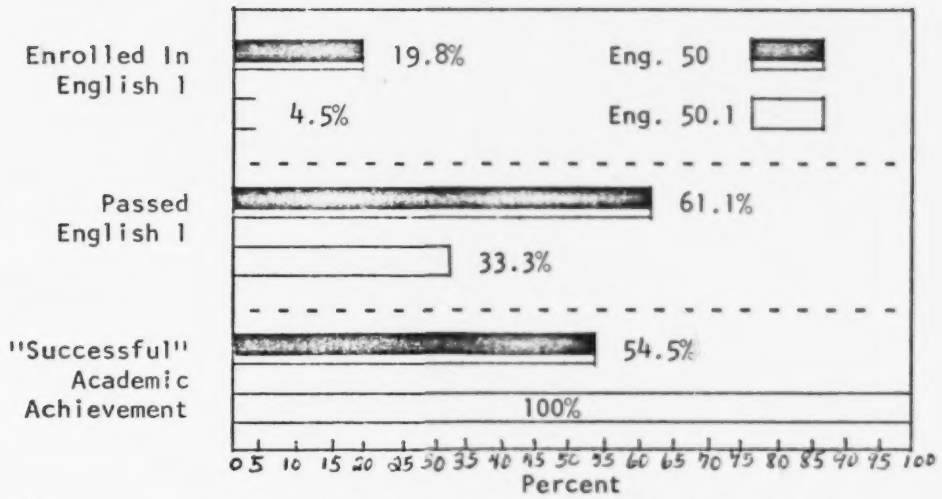


Fig. 6. Proportions of English 50 and 50.1 students ineligible to advance to the next level English composition course who enrolled in English 1, passed English 1, and attained "successful" academic achievement.

Table 15

A Comparison Between English 50 and English 50.1 Students Ineligible for Advancement to the Next Level English Composition Course as a Function of Enrollment in English 1 and Academic Achievement

Academic Status	Group Eng.50 %	Eng.50.1 %	Diff.	"t"
Enrolled in English 1	19.8	4.5	15.3	3.64**
Passed English 1	61.1	33.3	27.8	1.09*
"Successful" Academic Achievement	54.5	100.0	45.5	0.89*

* Not significant at the .05 level of confidence.
** Significant beyond the .05 level of confidence.

Enrollment in Another English Composition Course

Regarding enrollment in another English composition course it was found that 16 or 17.6% of the 91 English 50 students compared to 69 or 51.1% of the 135 English 50.1 students had enrolled in another English composition course.

Of these students 68.8% of the English 50 students passed and none failed, compared to 72.5% passed and 4.4% failed for the English 50.1 students. It was also observed that 81.8% of those English 50 students that received a grade of A through F attained "successful" academic achievement compared to 77.4% of the English 50.1 students (see Figure 7).

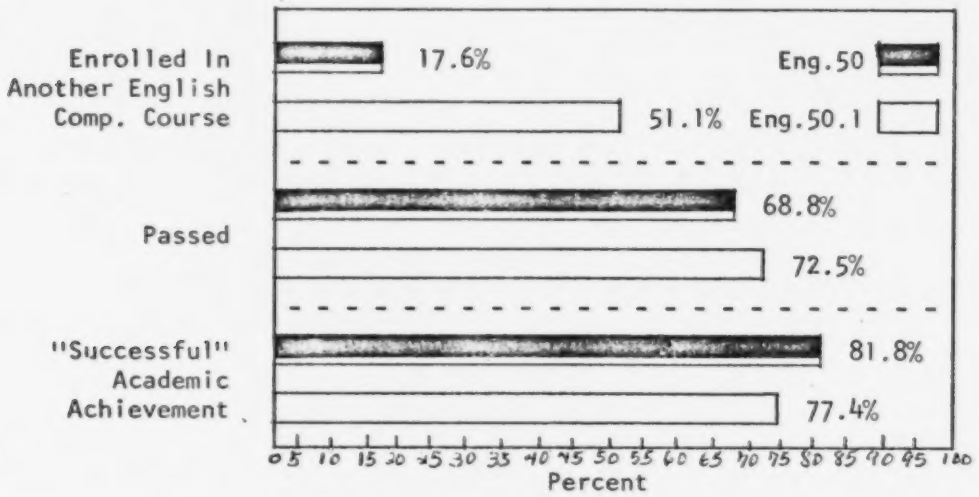


Fig. 7. Proportions of English 50 and 50.1 students ineligible to advance to the next level English composition course on the transfer track who enrolled in another English composition course, passed the course, and attained "successful" academic achievement.

Table 16

A Comparison Between English 50 and 50.1 Students Ineligible for Advancement to the Next Level English Composition Course on the Transfer Track as a Function of Enrollment in Another English Composition Course and Academic Achievement

Academic Status	Group Eng. 50 %	Eng. 50.1 %	Diff.	"t"
Enrolled In Another English Comp. Course	17.6%	51.1%	-33.5%	5.00**
Passed	68.8%	72.5%	-3.7%	0.29*
Successful	81.8%	77.4%	-4.4%	0.31*

* Not significant at the .05 level of confidence.
** Significant beyond the .05 level of confidence.

Enrollment In Another English Course

It was found that 13 or 14.3% of the 91 English 50 students and 5 or 3.7% of the 135 English 50.1 students enrolled in another English course. Of these students 69.2% of the English 50 students passed compared to 100% of the English 50.1 students. In addition, of those students that received a grade of A through F, 77.8% of the English 50 students attained "successful" academic achievement compared to 100% for the English 50.1 students (see Figure 8).

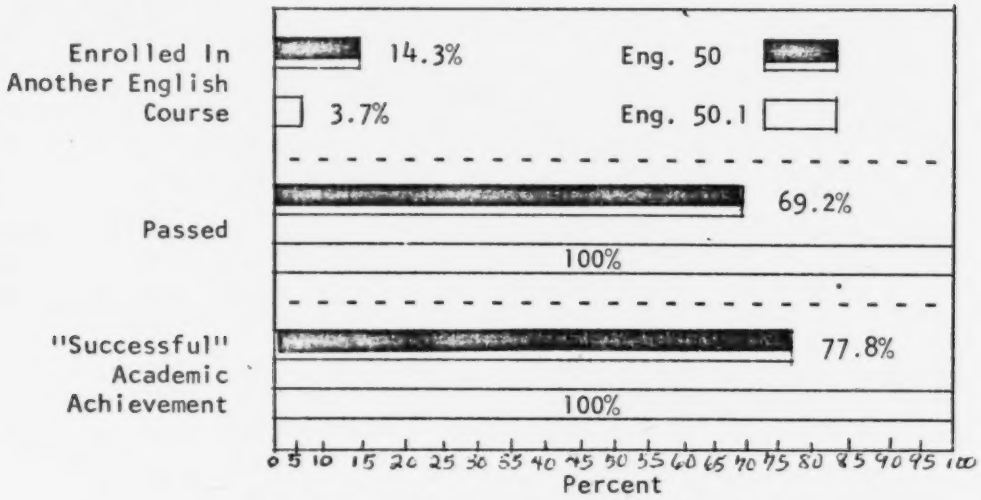


Fig. 8. Proportions of English 50 and 50.1 students ineligible to advance to the next level English composition course who enrolled in another English course, passed the course, and attained "successful" academic achievement.

Table 17

A Comparison Between English 50 and 50.1 Students Ineligible for Advancement to the Next Level English Composition Course as a Function of Enrollment in Another English Course and Academic Achievement

	Group			
Academic Status	Eng. 50 %	Eng. 50.1 %	Diff.	"t"
Another Course	14.3%	3.7%	10.6%	2.86**
Passed	69.2%	100%	-30.8%	1.27*
Successful	77.8%	100%	-22.2%	1.04*

* Not significant at the .05 level of confidence.
** Significant beyond the .05 level of confidence.

Did Not Enroll In An English Course Subsequent To Enrollment In English 50 or English 50.1

It was found that 14 or 15.4% of the 91 English 50 students and 52 or 38.5% of the 135 English 50.1 students did not enroll in an English course subsequent to their enrollment in English 50 or 50.1 (see Figure 9).

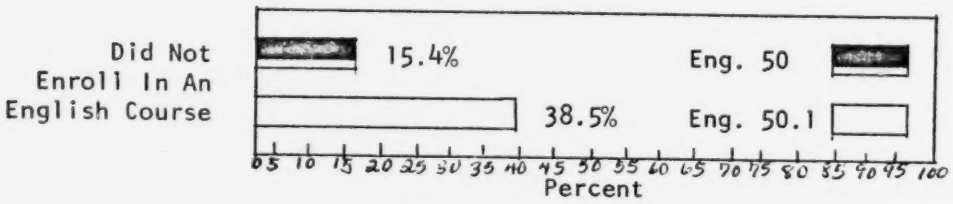


Fig. 9. Proportions of English 50 and 50.1 students who did not enroll in an English course.

Table 18

A Comparison Between English 50 and 50.1 Students Ineligible for Advancement to the Next Level English Composition Course as a Function of "Did not enroll in an English Course".

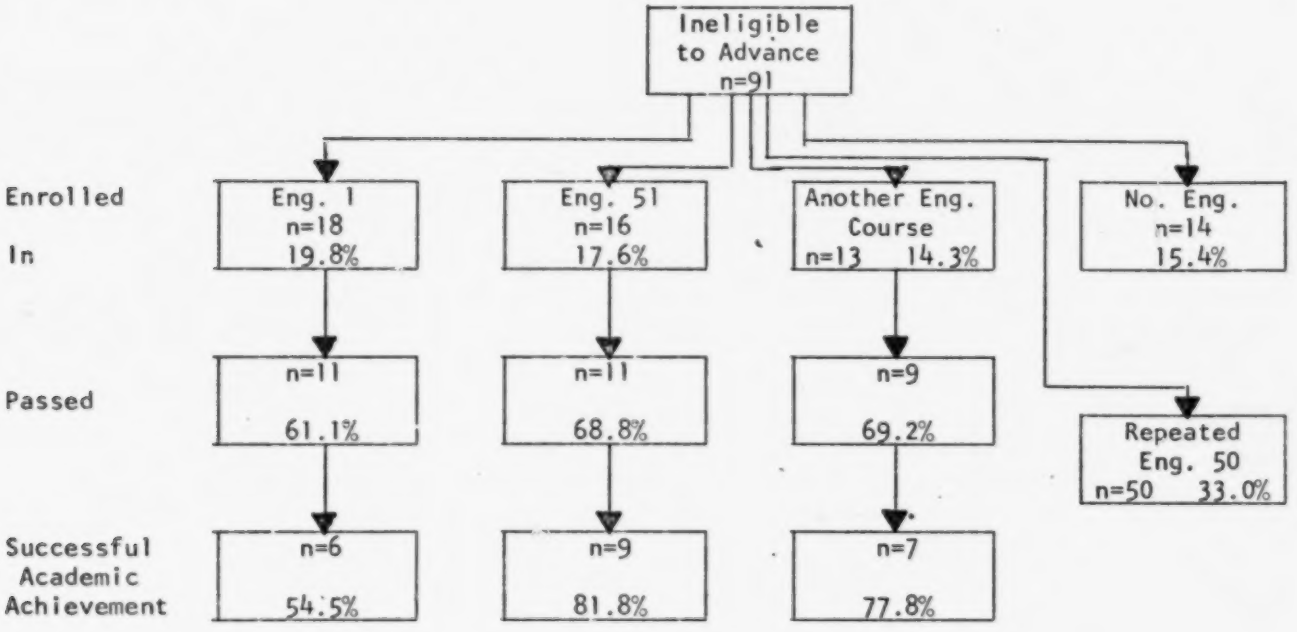
	Group			
	Eng. 50	Eng. 50.1		
Academic Status	%	%	Diff.	"t"
Did Not Enroll In An English Course	15.4%	38.5%	23.1%	3.72**

** Significant beyond the .05 level of confidence.

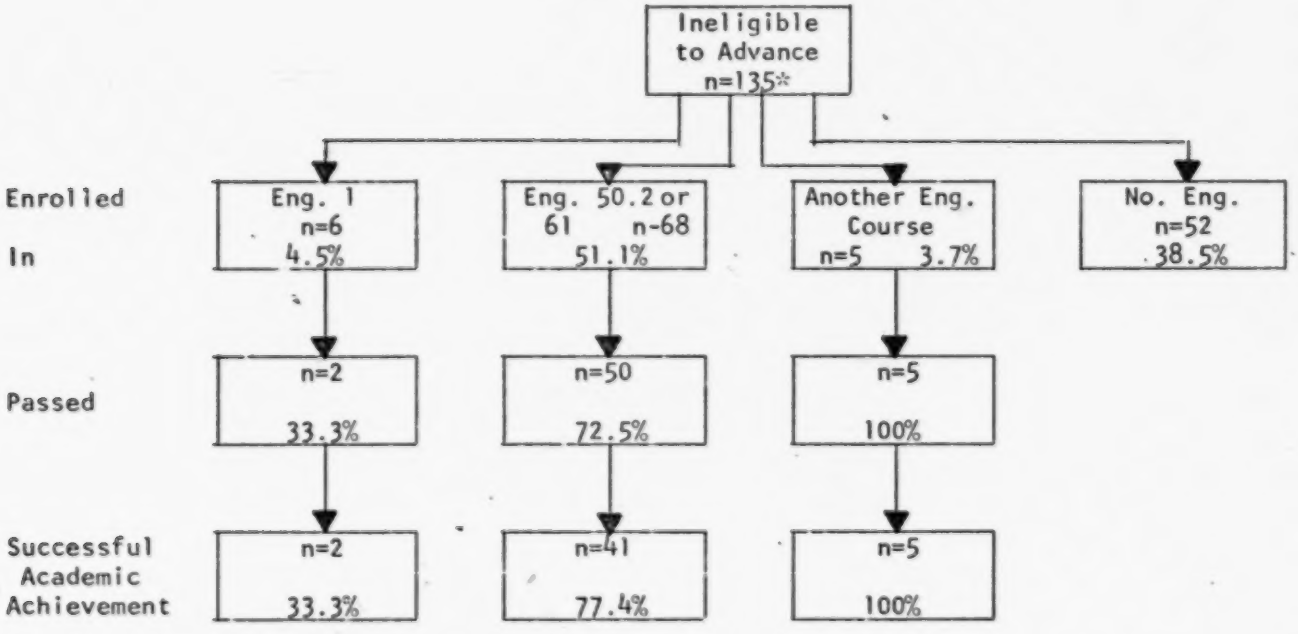
Table 19

Flow Chart Summary of English 50
And 50.1 Students Ineligible to Advance

ENGLISH 50



ENGLISH 50.1



* Records not found for 3 or 2.2%

Follow-Up Results: A Graphic And Statistical Comparison of All English 50 and 50.1 Students Who Did Not Withdraw and Received a Grade of A Through E (Incomplete)

Enrollment In English 1 or Another English Composition Course

Inspection of Tables 20 and 21 shows that of the 286 English 50 students who received a grade of A through E, 177 or 61.9% enrolled in English 1. In comparison, of the 287 English 50.1 students in this same category 50 or 17.4% enrolled in English 1. It was also found that 17 or 5.9% of these English 50 students enrolled in another English composition course compared to 139 or 48.4% of the English 50.1 students.

In addition, if one combines the number of English 50 and 50.1 students who enrolled in English 1 or another English composition course it is found that 67.8% of the English 50 students enrolled in an English composition course compared to 65.8% of the English 50.1 students.

Table 20

A Comparison Between All English 50 and English 50.1 Students Who Received a Grade of A through E as a Function of Subsequent Enrollment in English 1 and Another English Composition Course.

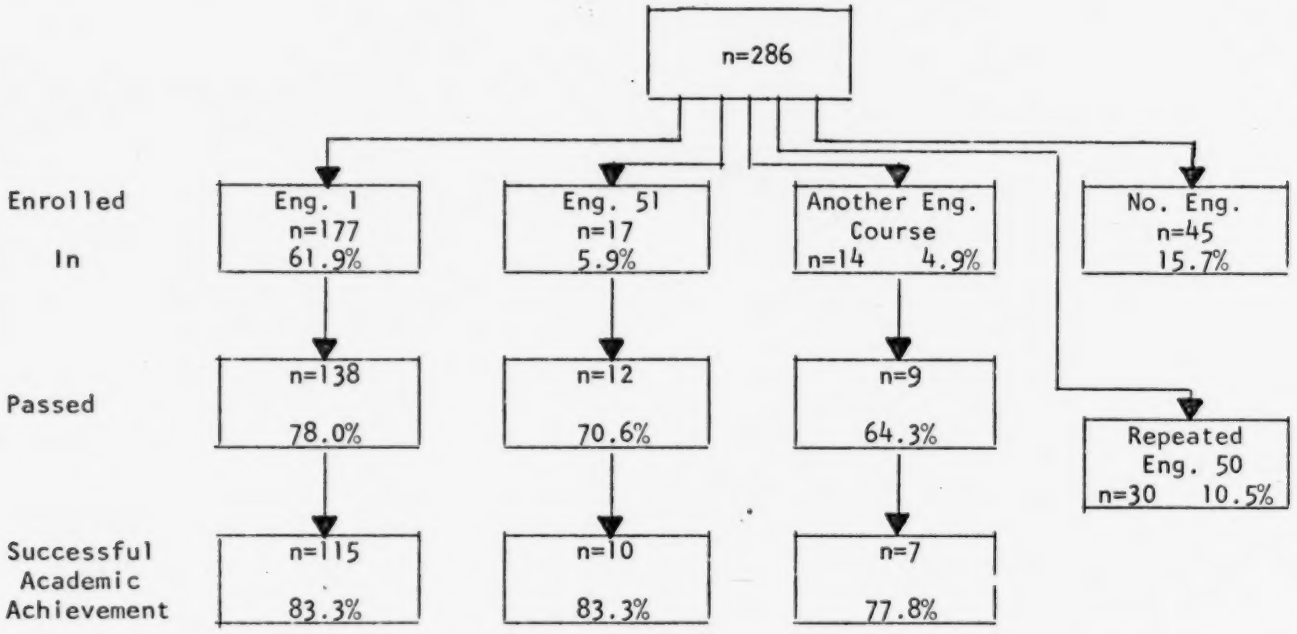
	Group			
Academic Status	Eng. 50 %	Eng. 50.1 %	Diff.	"t"
Enrolled In English 1	61.9%	17.4%	44.5%	10.85**
Enrolled In Another English Composition Course	5.9%	48.4%	-42.5%	11.48**
Total Enrolled In An English Composition Course	67.8%	65.8%	2.0%	0.51*

* Not significant at the .05 level of confidence.
** Significant beyond the .05 level of confidence.

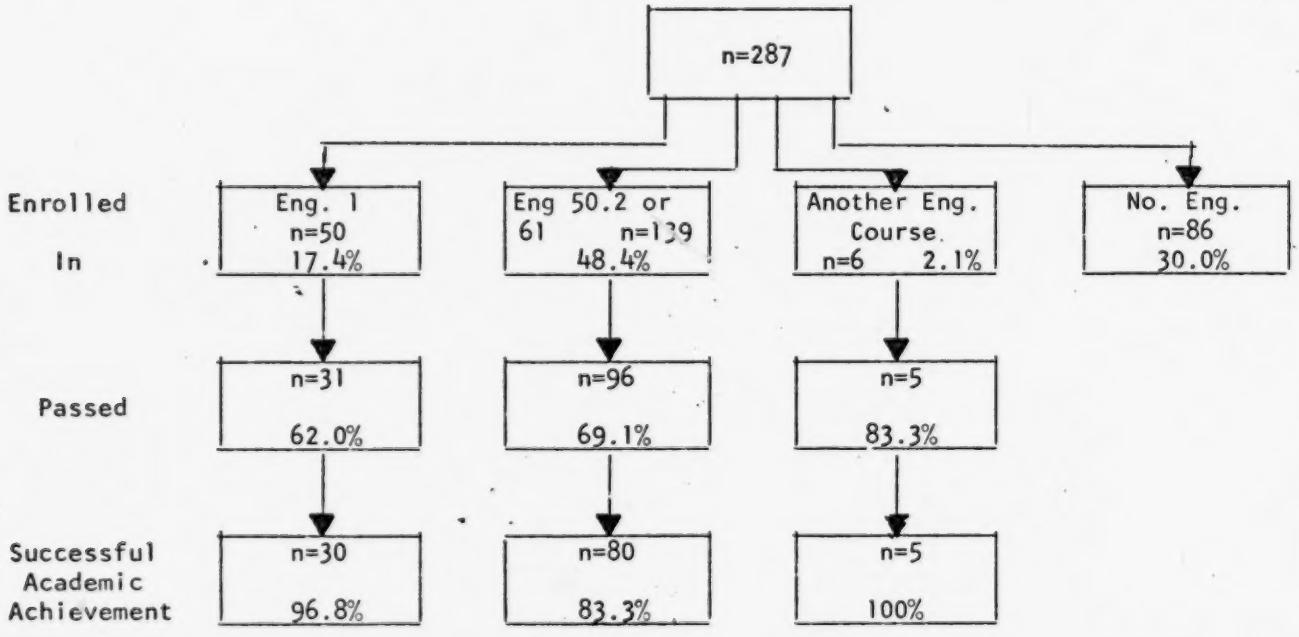
Table 21

Flow Chart Summary of All
English 50 and English 50.1 Students Who
Received a Grade of A through E

ENGLISH 50



ENGLISH 50.1



Academic Achievement In English 1 or Another English Composition Course

Again, inspection of Tables 21, 22, and 23 reveals that 78.0% of the English 50 students who enrolled in English 1 passed compared to 62.0% of the 50.1 students. In addition, of those English 50 students who passed English 1 83.3% attained successful academic achievement compared to 96.8% of the English 50.1 students.

Concerning academic achievement in another English composition course it was found that 70.6% of the English 50 students passed compared to 69.1% of the English 50.1 students. Of these students 83.3% of the English 50 students attained successful academic achievement compared to 83.3% of the English 50.1 students.

Table 22

A Comparison Between All English 50 and English 50.1 Students Who Received a Grade of A through E as a Function of Academic Achievement in English 1 and Another English Composition Course.

	Group			
Academic Status	Eng. 50 %	Eng. 50.1 %	Diff.	"t"
Passed English 1	78.0%	62.0%	16.0%	2.25**
Passed Another Eng. Comp. Course	70.6%	69.1%	-1.5%	0.10*

* Not significant at the .05 level of confidence.
** Significant beyond the .05 level of confidence.

Table 23

A Comparison Between All English 50 and English 50.1 Students Who Received a Grade of A through E as a Function of Academic Achievement in English 1 and Another English Composition Course.

	Group			
Academic Status	Eng. 50 %	Eng. 50.1 %	Diff.	"t"
Successful Academic Achievement - Eng.1	83.3%	96.8%	13.5%	1.90*
Successful Academic Achievement In Another Eng. Comp. Course.	83.3%	83.3%	-	-

* Not significant at the .05 level of confidence.

Enrollment In Another English Course

Inspection of Tables 21 and 24 shows that of the 286 English 50 students who received a grade of A through E, 4.9% enrolled in another English course. In comparison, 2.1% of the 287 English 50.1 students enrolled in another English course. It was also found that 15.7% of these 286 English 50 students did not enroll in another English course compared to 30.0% of the 287 English 50.1 students.

Table 24

A Comparison Between All English 50 and English 50.1 Students Who Received a Grade of A through E as a Function of Subsequent Enrollment in Another English Course.

Academic Achievement	Group Eng. 50 %	Eng. 50.1 %	Diff.	"t"
Enrolled In Another Eng. Course	4.9%	2.1%	2.8%	1.87*
Did Not Enroll In An English Course	15.7%	30.0%	-14.3%	4.08**

* Not significant at the .05 level of confidence.
** Significant beyond the .05 level of confidence.

Academic Achievement In Another English Course

Of those English 50 students who enrolled in another English course, 64.3% passed compared to 83.3% of the English 50.1 students. In addition, 77.8% of these English 50 students attained successful academic achievement compared to 100% of the English 50.1 students (see Tables 21 and 25).

Table 25

A Comparison Between All English 50 and English 50.1 Students Who Received a Grade of A through E as a Function of Academic Achievement in Another English Course.

Academic Achievement	Group Eng. 50 %	Eng. 50.1 %	Diff.	"t"
Passed Another English Course	64.3%	83.3%	-19.0%	0.79*
Successful Academic Achievement In Another English Course	77.8%	100%	-22.2%	1.04*

* Not significant at the .05 level of confidence.

Summary Of Findings

1. The results of the present study suggest that retention in English composition courses has not increased since the initiation of the "new" English composition program.

2. Under the "new" English composition program significantly* more students were ineligible to advance to the next level English composition course on the transfer track than were students under the old program.

3. Significantly fewer students "eligible to advance" to the next level English composition course on the transfer track enrolled in English 1 under the "new" program.

4. Those "eligible to advance" students who did enroll in English 1 under the new program did not appear to attain a passing grade more frequently than students enrolled in English 1 under the "old" program.

5. Under the "new" English composition program "eligible to advance" students who attained a passing grade in English 1 did so with a higher proportion of grades in the A through C range than did students under the "old" program.

6. Significantly more "eligible to advance" students enrolled in "another" English composition course under the "new" program.

7. Concerning the category "Did not enroll in an English course" the percentage difference between "eligible to advance" students under the new program and the old program was not statistically significant.

8. Under the old program significantly more of the "ineligible to advance" students enrolled in English 1.

9. Under the new program significantly more "ineligible to advance" students enrolled in "another" English composition course.

10. Under the "old" program significantly more "ineligible to advance" students enrolled in "another" English course.

11. Under the new program significantly more "ineligible to advance" students did not enroll in an English course subsequent to their enrollment in English 50.1.

A comparison between all (a combination of both eligible and ineligible to advance students) English 50 and English 50.1 students showed that:

12. Significantly fewer students under the "new" English composition program enroll in English 1.

13. Significantly more students under the "new" program enrolled in another English composition course.

---

* The word "significantly" was used when the percentage difference in the comparison was statistically significant at the .05 level of confidence.

14. The total percentage of students enrolled in an English composition course under the "new" program has not increased.

15. Significantly more students under the "old" program passed English 1.

16. There appears to be no significant difference between the "old" and "new" programs in the percentage of students who passed another English composition course.

17. Students who passed English 1 under the "new" program did so with a higher proportion of grades in the A through C range than did students under the "old" program.

18. Students who passed another English composition course under the "new" program received about the same grades as did students under the "old" program.

19. There appears to be no significant difference between "old" and "new" programs in the percentage of students who enrolled in another English course, however it appears that under the "new" program there was a smaller total percentage of students re-enrolling in an English course subsequent to their enrollment in English 50.1.

Appendix

During the course of the data analysis a question arose as to the reliability of the random sample of English 50.1 students. Therefore, an analysis was conducted using all students in all 50.1 classes offered during the Fall Semester, 1970. A comparison between the random sample and all 50.1 students is presented below.

	Number	Percent Earning Grade A Through E	Percent Eligible for Advancement
Random Sample	417	68.8%	51.9%
All 50.1 Students	805	67.7%	52.1%